Title of Instructional Materials: Think Math

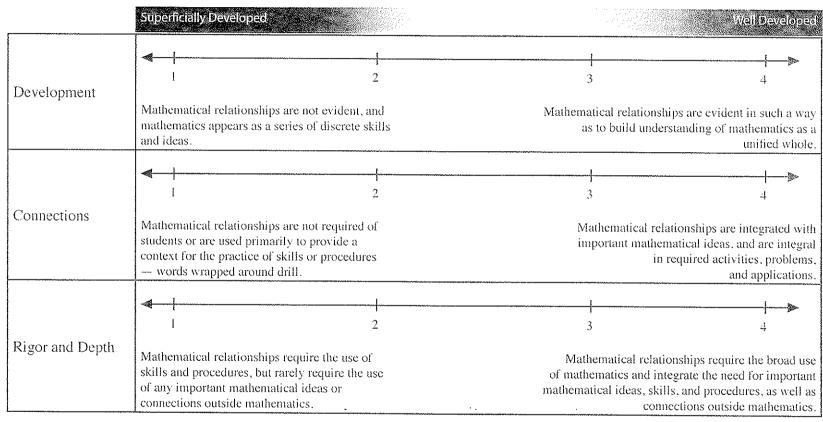
Grade Level: Grade 5

Re	viewe	ers:
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Summary of Think Math

Overall Rating: Weak (1-2) Moderate (2-3) Strong (3-4)		Important Mathematical Ideas:	Weak (1-2)Moderate (2-3)Strong (3-4)		
Summary / Justification / Evidence: Many standard areas missing. Lack of depth.		Summary / Justification / Evidence:			
Skills and Procedures:	⊠ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Mathematical Relationships:	Weak (1-2)Moderate (2-3)Strong (3-4)		
Summary / Justification / Evider	nce:	Summary / Justification / Eviden	ce:		

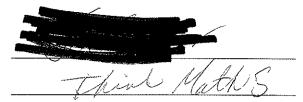
Mathematical Relationships: Understanding the scoring



Mindah



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

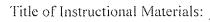
Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence







Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a	Important Mathematical Ideas 1 2 3 4
way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	Skills and Procedures 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. 1.5 \$\frac{18}{89} \textit{p.517-218} \textit{P.89} 1.6 \$\textit{p.320}	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence facing tion of my few first is 11.6) Street facing the street of
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 4

Title of Instructional Materials:

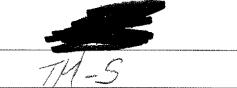
think Math.

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g.,	Important Mathematical Ideas 1 2 3 4
by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Skills and Procedures
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. 1.6 189 219-220 1.5 188 11.11 Agrag	Summary / Justification / Evidence Connected in the first form of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating



Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b =	Important Mathematical Ideas
a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	1 2 3 4
	Skills and Procedures 1 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	5.7 does not 4.1 Show thick
	Overall Rating 3 4



Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

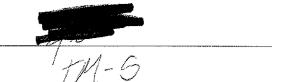
Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.4a Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations Skills and Procedures $a \times g \div b$. For example, use a visual fraction model to show (2/3) \times 4 = 8/3, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating



Title of Instructional Materials:

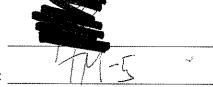
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Important Mathematical Ideas 1 2 3
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s) and/or page(s) reviewed. 1.7 196-191 223-224 11.9 225-224 11.10 27-228	Summary / Justification / Evidence 1. 7 down this or of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 3 4

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Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Important Mathematical Ideas Skills and Procedures	1	2	3	4
	Mathematical Relationships	• 	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
4.4 60 11.7 65 11.7 67 221-227 223-227 11.8 190-191 225-226	Portions of the domain, cludeveloped in the instruction	nal materia	ls (if any):	missing or n	ot well
11.9 0 225-226	Overall Rating	4- 	2	3	



Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and documentation of how the domain, cluster, and standard are division to multiply and divide fractions. met. Cite examples from the materials. 5.NF.5b Important Mathematical Ideas 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); Skills and Procedures explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating



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Title of Instructional Materials:	1/13

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
11.96 221-228	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): War War
	Overall Rating 1 2 3 4





Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentati met. Cite examples from th			ster, and stan	dard are
 5.NF.7a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹ 	Important Mathematical Ideas	• <u>1</u>	· 2	3	—— → 4
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	Skills and Procedures	« 	2	3	} 4
	Mathematical Relationships	i	2	3	
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Dot indula	Portions of the domain, clu developed in the instructio			missing or no	ot well
	Overall Rating	4	2	3	

1M-5

Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentati met. Cite examples from the		e domain, clus	ter, and stand	lard are
5.NF.7b 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ¹	Important Mathematical Ideas	1	2	3	4
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	1	 2	3	 } 4
	Mathematical Relationships	1	2	3	
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Dala	Portions of the domain, clu developed in the instructio			missing or no	ot well
	Overall Rating	4 I	2	3	 4



17M-5

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentati met. Cite examples from the			ster, and star	idard are
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ¹	Important Mathematical Ideas	 	2		
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Skills and Procedures	1	2	3	· · · · · · · · · · · · · · · · · · ·
	Mathematical Relationships	∢ 	2	3	
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Dotaba	Portions of the domain, clude developed in the instruction	ster, and st	andard that are s (if any):	missing or n	ot well
	Overall Rating	1	2	 3	

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Reviewed By:	
Title of Instructional Materials:	

Convert like measurement units within a given measurement system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4



Reviewed By:	
Title of Instructional Materials:	

Represent and interpret data.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	lard are
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different	Important Mathematical Ideas	∢	2	3	
measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Skills and Procedures	4	2	3	
	Mathematical Relationships	4 	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1	2	3	—— {→



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Title of Instructional Materials:

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
5.MD.3a3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Ideas 1 2
A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	Skills and Procedures 1 2
Indicate the chapter(s), Section(s), and/or page(s) reviewed.	Mathematical Relationships 1 2
	Summary / Justification / Evidence Summary / Justification / Evidence What have the same of the same
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

The Charles A. Dana Center

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Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
5.MD.3b	Important Mathematical Ideas	 			-
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		1	2	3	4
 b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 	Skills and Procedures	<u> </u>		Į.	
		1	2	3	4
	Mathematical Relationships	4			
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Su provious	Portions of the domain, cluded developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	 *



Reviewed By:	
Title of Instructional Materials:	1A-6

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 2 3 4
	Mathematical Relationships 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence 118 Ministration of Evidence 1
12.5 Horderst Avantins	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
125 PR W V(10	Overall Rating 2 3 4

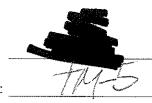
Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
5.MD.5a					
 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 	Important Mathematical Ideas	1	2	3	4
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Skills and Procedures	← 1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Specific of the second				
	Portions of the domain, clu developed in the instruction			nissing or no	ot well
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	Overall Rating	4	2		→ 4



Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas
b. Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Of Language To 7 Portions of the domain, cluster, and standard that are missing or not well
	Overall Rating Overall Rating 2 3 4



Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	are
S.MD.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas	 → 4
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Skills and Procedures 1 2 3	 → 4
	Mathematical Relationships 1 2 3	} → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
12.5 Poly 12.5	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any): Overall Rating Overall Rating	>

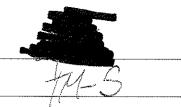
TM-5

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and Summary and documentation of how the domain, cluster, and standard are mathematical problems. met. Cite examples from the materials. 5.G.1 Important Mathematical Ideas Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one Skills and Procedures axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Mathematical Relationships Summary / Justification / Evidence Exapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Title of Instructional Materials:



Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.2	
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas
	Skills and Procedures 3 4
	Mathematical Relationships 1
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence in pg 95 Mulia is orly flustron on pg 95 Left is a complete to the part of th
HB 95 15.21	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): January
	Overall Rating 1 3 4

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Title of Instructional Materials:

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.G.3	Important Mathematical Ideas					
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		1 2 3				
	Skills and Procedures	1 2 3				
	Mathematical Relationships					
Indicate the dhapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence or ext was allow distance				
	Portions of the domain, clu developed in the instructio	nster, and standard that are missing or not well nal materials (if any):				
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	Overall Rating	1 2 (3) 4				

FM-5

Title of Instructional Materials:

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.G.4						
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Important Mathematical Ideas	1	2	3		
	Skills and Procedures	4 1	2	3	(h)	
	Mathematical Relationships	{ 	2	- - 3	- (1)	
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	Overall Rating	4 I	2	3		

Title of Instructional Materials:



Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first	Important Mathematical Ideas 1 2 3 4
number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Ch 6 85-108	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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averoped !	Overall Rating 1 2 3 4

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Title of Instructional Materials:

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	← 1	2	3	4
	Mathematical Relationships	1	(2)	3	4
	Summary / Justification / E	vidence		3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			nissing or no	t well
See 5.6.1					-
	Overall Rating	1	2	3	4

Title of Instructional Materials: ___

Classify two-dimensional figures into categories based on their properties.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and stand	dard are
5.G.3				1.	
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Important Mathematical Ideas	1 .	2	3	4
ngin angios.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	+			→
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Every food Concept blue Portions of the domain, clus developed in the instruction	ster, and sta	ndard that are		
				g ·	The state of the s
	Overall Rating	1	1 2	× 3	

Title of Instructional Materials:

terials: Think March

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Important Mathematical Ideas	1 2	3	4	
	Skills and Procedures	 			
	1	1 2	(3	4	
	Mathematical Relationships	1 2	3	4	
	Summary / Justification / Evid	lence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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				And the same of the same of	
	Overall Rating	1 2	10		

Title of Instructional Materials: Think Mish.

Properties for practice (k)

Graph points on the coordinate plane to solve real-world and mathematical problems.					
5.G.1	Important Mathematical Ideas	+	<u> </u>	-	
Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an	1	1 .	2	3	4
ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate)	Skills and Procedures	1	2	3	} 4
y-coordinate).	Mathematical Relationships	1	1 2	3	4
	Summary / Justification / Evid	dence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	LACRER Sefene very Ectto Pleas	Lago. Ez	K SARAW	Coffee Commence	
asterty 64 pgg - 103 2000 - 103 - 112	Portions of the domain, clusted developed in the instructional			issing or no	t well
	Overall Rating ←	† I	1 2	3	→ 4

Reviewed By:	
Title of Instructional Materials:	

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas	1	2	3	→ 4	
	Skills and Procedures	1	2	3	 → 4	
PART I	Mathematical Relationships Summary / Justification / Evi	← 1	2	3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.			***************************************			
CC15 249 (line graphs)	Portions of the domain, clust developed in the instructions			nissing or not	well	
	Overall Rating +	1	2	3	4	

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Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties. Summary and documentation of how the domain, cluster, and smet. Cite examples from the materials.				ster, and standa	ard are	
5.G.3						
5.G.3 Understand that attributes belonging to a category of two-dimensional figuralso belong to all subcategories of that category. For example, all rectangle	Important Mathematical Ideas					
also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four		1	2	3	4	
	Skills and Procedures	4.1	ı		Ex	
		1	2	3	1	
		1	2	3	4	
	Mathematical Relationships	 		· ·	 	
		1	2	3	4	
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Ch 9 155- Resource ble	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
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	Overall Rating			<i></i>		
,	·	1	2	3/	4	

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Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.G.4	Important Mathematical Ideas	41	1			
Classify two-dimensional figures in a hierarchy based on properties.	Important Mantennation (Gods	1	2	3	4	
	Skills and Procedures		•	× +	 ->	
		1	2	3	4	
	Mathematical Relationships	 				
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	Overall Rating	1	 2	3	4	

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Documenting Alignment to the grant foundation with of Instructional Materials:

Standards for Mathematical Practice Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

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Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

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Indicate the chapter(s), section(s), or page(s) reviewed.

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Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
6. Attend to precision.	
N 1	

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Documenting Alignment to the Standards for Mathematical Practice	Reviewed By: Title of Instructional Materials:	
8. Look for and express regularity in repeated reasoning.		
Mathematically proficient students notice if calculations are repeate	d and look both for general, all the second	

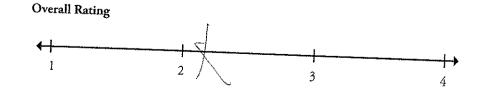
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and proficient students maintain oversight of the general formula for the sum of a geometric series. As they work to solve a problem, mathematically results.

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Reviewed By: Title of Instructional Materials:

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.0A

Write and interpret numerical expressions.

5.OA.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures



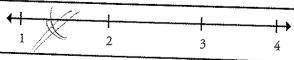
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Summary and documentation of how the domain, cluste met. Cite examples from the materials.		
lations with numbers, and interpret		
them. For example, express the 2" as 2 × (8 + 7). Recognize that	3	4
Skills and Procedures		
		-+1
	3	4
Mathematical Relationships	4	
1 2	3	4
Skills and Procedures Skills and Procedures		
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Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Analyze patterns and relationships.	Summary and documentati	ion of how t	he domain, clus	ster, and stand	lard are
5.OA.3	met. Cite examples from th	e materials.			
Generate two numerical patterns using two given rules. Identify apparent	Important Mathematical Ideas	 			
of corresponding terms from the two patterns, and graph the process		1	2	3	4
on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one	Skills and Procedures				t .
sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.		1	2	3	4
	Mathematical Relationships	(
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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Title of Instructional Materials:

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are				
5.NBT.1	met. Cite examples from t	he materials	<u> </u>	······································	
Recognize that in a multi-digit number, a digit in one place represents 10	Important Mathematical Ideas	3 +		I	
times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		1	2	3	4
	Skills and Procedures	(
		1	2	3	4
	Mathematical Relationships			1	I
		1	2	3	4
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	Overall Rating	+			

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Title of Instructional Materials: Think Math!

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 188-189 (Cn ii) - Hor Use Use Structures P. 188-189 (Cn ii) - Hor Use Use Structures P. 189 (Cn ii) - Hor Use Use Structures P. 180 (Cn ii) - Guidalors Fractures - Accago: X if Num ii Dicker List Standard	Important Mathematical Ideas	(1 ×	3	
	Skills and Procedures	1	× 1 2	3	4
	Mathematical Relationships	← 	2	3	4
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	Portions of the domain, clu developed in the instruction - Energy of connect find fractions well at all !! - Docs not mention LCM - Docs for several fine sever	nal materia	als (if any): 1011 se nomenasti	or to equival	
	Overall Rating	()	2		4

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Title of Instructional Materials: Think Moth!

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stand	lard are
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
p.187 (Ch 11)	Portions of the domain, clu developed in the instruction Two problems Sefelle in	nal materials	s (if any):	missing or no	ot well
	Overall Rating	1	1 2	3	

Title of Instructional Materials: ______ Think Math!

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and docum exation of how the domain, cluster, and standar m etCite exam plessom the materials.				
5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading	Important Mathematical Ideas	X.	2	3	4
to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Skills and Procedures	1		3	→ 4
	Mathematical Relationships	1	2	3	4
	Sum many/Justification/E	vidence			
Indicate the chapter(s), secti on(s), and/or pag (s) reviewed.					
рр 56-70 (ch ч)	Poiti ons of the domain, cludev eloped in the instruction	nal materi al		m sising or no	ot well
	Overall Rating	1	2	3	→ 4

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Title of Instructional Materials:

Think Main!

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.4a Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times a$ as a parts of a partition of a into bequal parts; equivalently, as the result of a sequence of operations Skills and Procedures $a \times g \div b$. For example, use a visual fraction model to show (2/3) \times 4 = 8/3, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) Mathematical Relationships Summary / Justification / Evidence · One page with explanation of multiplication of a fraction by a fraction wing rectanges and Johnsteines Indicate the chapter(s), section(s), and/or page(s) reviewed. to hely conceptualize D. 191 (Chill) Mutt. of Frankish by Ame from Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): . Mult of Erackish my whole number is missing (however, students are used to do be in a stock problem? No e deser with freekom. Overall Rating

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
5.NF.4b4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Important Mathematical Ideas	1	2	3	
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures		2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
midicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
	Overall Rating	★	2	3	4

Title of Instructional Materials: ______ Think Math

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
5.NF.5a5. Interpret multiplication as scaling (resizing), by:	Important Mathematical Ideas			3	
Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Skills and Procedures			3	→ 4
	Mathematical Relationships	1	2		
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction			e missing or n	ot well
	Overall Rating	1	2	3	 → 4

Title of Instructional Materials: Think Math

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Summary and docum etation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and m the Cite exam pls from the materials. division to multiply and divide fractions. 5.NF.5b Important Mathematical Ideas 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); Skills and Procedures explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Mathematical Relationships Sum rary / Justification / Evidence Indicate the chapter(s), section(s), and/or pag (s) reviewed. Portions of the domain, cluster, and standard that are m sising or not well developed in the instructional materials (if any): Overall Rating 3

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Title of Instructional Materials: Think Math

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide f actions.	Sum rary and docum etation of how the domain, cluster, and standard m to Cite exam ple from the materials.				
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Important Mathematical Ideas		2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or pag (s) reviewed.	Sum mary / Justification / E	vidence			
p.191 (Ch 11)	Portions of the domain, clu developed in the instruction			m sising or n	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials:

Think Math!

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Sum rary and docum etation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and m to Cite exam ple from the materials. division to multiply and divide f actions. 5.NF.7a Important Mathematical Ideas 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for Skills and Procedures (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. Mathematical Relationships 1 Students able to multiply fractions in general can develop strategies to divide fractions in Sum rary / Justification / Evidence general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or pag (s) reviewed. Portions of the domain, cluster, and standard that are m sising or not well developed in the instructional materials (if any): Not present Overall Rating 3

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Title of Instructional Materials: Think Math

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
5.NF.7b7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹	Important Mathematical Ideas	1	2	3	4
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	1	 2	3	4
	Mathematical Relationships	1	2	3	4
Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	

Title of Instructional Materials: Think Math

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide f actions.	Sum mary and docum etation to Cite exam ple from the			ster, and stand	dard are
 5.NF.7c Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹ 	Important Mathematical Ideas		2	3	-
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	 →
Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or pag (s) reviewed.	Sum mary / Justification / Ev	vidence			
	Portions of the domain, cluded developed in the instruction			e m sising or n	ot well
	Overall Rating	1		3	4

Think math!

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like	Important Mathematical Ideas 1 2 3 4
denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) (uch instructional jurgeon for studient for general for studient.)	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Little grablem solvery Letter not aligned to CLSS
215-220 + fractions 191(Hardord) < x fractions 221-229(SW)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 5. NF1 ret developed no visuals) 5. NF 7 abc mission 5. NF 7 b mission 5. NF 8 ab mission 5. NF 8 ab mission 5. NF 8 ab mission 5. NF 6 mission 5. NF 6 mission
	Overall Rating 1 1 2 3 4

Think With	1

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5 MD

Summary and documentation of how the domain, cluster, and standard are Convert like measurement units within a given measurement system. met. Cite examples from the materials. 5.MD.1 Important Mathematical Ideas Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. Do not align with eccs Not student frunkly Kert (hodes instructional anitat yn strukent) Skills and Procedures Mathematical Relationships Summary / Justification / Evidence there was sickent few red world ever place from problems Indicate the chapter(s), section(s), and/or page(s) reviewed. 45.76 feating 239-252 volume Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 5.010.1 missing 5 MD. I mission 5 MD. 36 hot diveloped developed, problem schong at developed 5.mg, 50 mussing Overall Rating

* CCSS propolement not due not until Jan's





Title of Instructional Materials: Think Math (5)

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.0A

Write and interpret numerical expressions.	Summary and documentation met. Cite examples from the r	of how	the domain, clus	ster, and stan	dard are
5.OA.1Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Important Mathematical Ideas		1 2	3	4
	Skills and Procedures		2	3	 →
	Mathematical Relationships		2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed. Could not find use of paventheses in Copy provided	Summary / Justification / Evid		,		
	No evidence in	Sav	nple		
	Portions of the domain, cluste developed in the instructional	er, and s I materia	tandard that are lls (if any):	missing or n	ot well
	Frie stand	ad	missing		
	Overall Rating	1	2	3	



Title of Instructional Materials:

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MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.0A

Write and interpret numerical expressions.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stan	dard are
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that	Important Mathematical Ideas	1	2	3	4
3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	Skills and Procedures		2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	riden ce			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Again, could not find explore a so text	Portions of the domain, clus developed in the instruction	al materials	ndard that are (if any):	missing or no	ot well
	Could not locate	/			
	Overall Rating		2	3	- 1→

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Title of Instructional Materials:

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.0A

Analyze patterns and relationships.	Summary and documentati met. Cite examples from th	on of how t	the domain, cl	uster, and star	idard are
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two netterns and track the relationships.	Important Mathematical Ideas	{ 	1 2	3	4
of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Skills and Procedures	(1 2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed. Unapl-Lesson3 - Input/output	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence Svadisv	COL AND	Ś	
	Portions of the domain, clu developed in the instruction Because Section	ster, and st nal material	andard that ar	-	AC:
	Overall Rating	{ 1	2	3	4



Title of Instructional Materials:

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	10 17	1733//	

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Important Mathematical Ideas 1 2 3 4
"Big Ideas" concept here - Think math treats date Value	Skills and Procedures 1 2 3 4
insuch away that the inclusion that the inclusion of this standard is implicit.	Mathematical Relationships 1 2 3 4
Example - pg. 14 Calculatore Exploration Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Use of place value throughout text— Carries : Big Idea
Place value is morked of throughthe use of armago and lattice value placation is needs. Nowever, I could not find ridenic	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): The usion of place value section or charge for purposes of composition.
of explicit standard—	Overall Rating 1 2 3 4



Title of Instructional Materials: Think Math 5

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Us whole-number exponents to denote powers of 10.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Shown in example / practice in Crap 2 - no discussion
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Title of Instructional Materials:

Think Math 5

Understand the place value system.	Summary and documentati met. Cite examples from th		e domain, clus	ster, and stan	dard are
5.NBT.3a3. Read, write, and compare decimals to thousandths.a. Read and write decimals to thousandths using base-ten numerals,	Important Mathematical Ideas		2	3	→ 4
number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Again-noinelusion of	Portions of the domain, clu developed in the instructio			missing or n	ot well
place value - expanded form, standard, etc.	Whole Stand				
Start way the	Overall Rating	\			
		/1	2	3	4



Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
 5.NBT.3b 3. Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 	Important Mathematical Ideas 1 2 3 4 02C / Fract Skills and Procedures 1 2 3
	Mathematical Relationships 1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Like New it doesn't direct students to Just Plane up decimal" - it explains compained teviths to tenths etc.
Chapt pg.113- Comparing of strong explanation as to why a how Comparison is made.	
Compaison is Imade	Overall Rating 1 1 2 3 4



Title of Instructional Materials: Think Math 5

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.4 Use place value understanding to round decimals to any place.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships I 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Use of # line has its place bad also its limitations - little explanation
Pg.117 Chapt-lesson T Explanation of a sour divig	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Explanation of a sour divig	Overall Rating 1 2 3 4

Title of Instructional Materials: ___

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<u> </u>	11/1K		1-1-1/	

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentati met. Cite examples from th	on of how	the domain, clus	ster, and stan	dard are
5.NBT.5		· ····································	\ /		
Fluently multiply multi-digit whole numbers using the standard algorithm.	Important Mathematical Ideas	1	1 2	3	4
	Skills and Procedures		2	3	
	Mathematical Relationships	 	2	3	 → 4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Does not adva	iałc s	tandard c	algorith	
Chap5/lesson3	Portions of the domain, clus developed in the instruction	ster, and st	andard that are	missing or no	ot well
Standard algorithm is used but not as much as area model -vert.					
not as much as area model—vert.			7		
reeovás	Overall Rating	1	72	3	

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Title of Instructional Materials:

Think Math

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			ndard are	
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the	Important Mathematical Ideas	1	2	3	
properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	 3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	THE COLUMN TWO IS NOT				
Dage 133 "Multiplying and Unmultiplying"	Portions of the domain, clu developed in the instruction	nal materials		missing or	not well
(Chaps)	Covered Exters	ively -			
	Overall Rating	← I	2	3	\

Title of Instructional Materials:

Think Math (5)

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Important Mathematical Ideas	1 2 3 4
	Skills and Procedures	1 2 3 4
	Mathematical Relationships	1 2 3 4
	Summary / Justification / Ev	/idence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapt- Add/Subtract no X/÷	Portions of the domain, clus developed in the instruction Missing multip	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	
		1 $\sqrt{2}$ 3 4

Think Mario 5

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation met. Cite examples from the	on of how	the domain, clu	ister, and standard ar
5.NF.1				
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	Important Mathematical Ideas	1	2	3 4
	Skills and Procedures	1	2	3 4
	Mathematical Relationships	1	2	- 3
	Summary / Justification / Ev	/idence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Fraction Congression - Chap 1	Portions of the domain, clus developed in the instruction	ster, and s nal materia	tandard that are Is (if any):	missing or not well
	Kora			
	Overall Rating	(-	2	1 4

Title of Instructional Materials:

Think Math

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
5.NF.2 Solve word problems involving addition and subtraction of fractions	Important Mathematical Ideas	(
referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and		1 2 /3 4
assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	1 2 3 4
	Summary / Justification / E	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Chapit- Computation	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
(pag 193)	Overall Rating	1 2 3 4

Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the	domain, clus	ster, and stand	ard are
5.NF.3		materials.			
Interpret a fraction as division of the numerator by the denominator $(a/b = a + b)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Important Mathematical Ideas	1	2	3	\
	Skills and Procedures	1	2	3	- → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	4 I	1		_/
		I	2	3	*
	Summary / Justification / Ev Presents in a var machine and and	idence Acty A w/S	ways	44 act	is Winnesseries
	Portions of the domain, clus developed in the instruction	ter, and stand al materials (i	lard that are i f any):	missing or not	well
	Overall Rating +	1	2	3	\

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

division to multiply and divide fractions.
 5.NF.4a
 4. Apply and extend previous understandings of multiplication to multiply a

fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations

Apply and extend previous understandings of multiplication and

equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Chap 11 -193

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

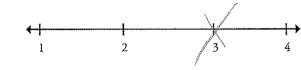
Important Mathematical Ideas

1 2 3 4

Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, cluste	er, and stand	ard are
5.NF.4b 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Important Mathematical Ideas	1	2	3	4
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	} 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	evidence	s skame	ies Ot	
Chaptall	Portions of the domain, cludeveloped in the instruction	uster, and star onal materials	ndard that are ((if any):	missing or no	ot well
	Overall Rating	1	2	3	4

- Think Mall

Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.5a	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 	Important Mathematical Ideas
Chap 3	Skills and Procedures
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 2 3 4

s: Think Maha

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.5b Important Mathematical Ideas 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); Skills and Procedures explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Mathematical Relationships Summary / Justification / Evidence Could not locate evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Chap. 3/7/11 developed in the instructional materials (if any): Overall Rating 3



Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Summary and documentation of how the domain, cluster, and standard are 5.NF.6 met. Cite examples from the materials. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the Important Mathematical Ideas 3 Skills and Procedures Mathematical Relationships 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Evidence of the word problems involving fractions but not X/: ChapII-Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 3

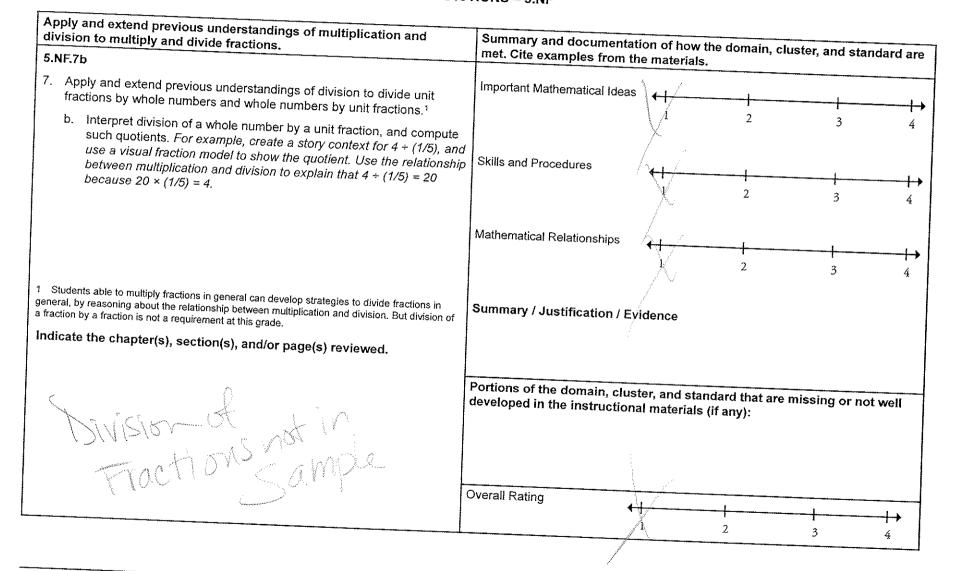
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Title of Instructional Materials: _

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.				
 5.NF.7a 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹ 	Important Mathematical Ideas	,	2	3	→ 4
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	4
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	Summary / Justification / I	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Smaling as not	Portions of the domain, cl developed in the instruction			missing or n	ot well
Fractions nor included in mole					
Will Sometime of the second of	Overall Rating	***************************************	2	3	4

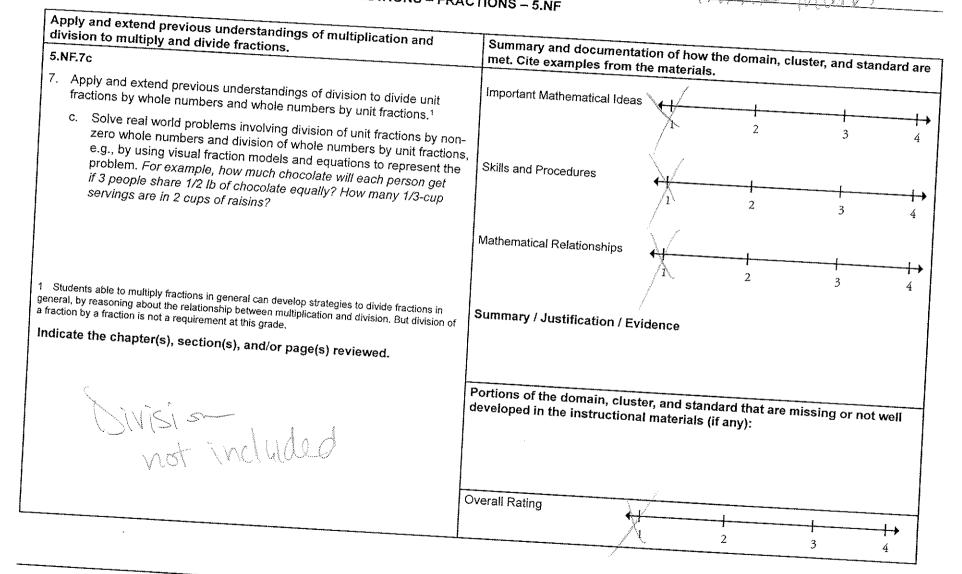


Title of Instructional Materials:





Title of Instructional Materials:



: Think Math

Title of Instructional Materials:

Convert like measurement units within a given measurement system.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	re —
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas 2 3	→ 4
COUVELSIONS IN SOLVERY MAIN-STEEP, LOUI MOND PROPRIES.	Skills and Procedures 1 2 3	 → 4
	Mathematical Relationships	 → 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	<u></u>
No metric conversions in sample	Overall Rating	 → 4

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.MI Represent and interpret data.	Title of Instructional Materials:
5.MD.2	Sum
Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different beaker would contain if the total amount in all the beakers were redistributed equally.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials. Important Mathematical Ideas Skills and Procedures
	Mathematical Relationships 2 3 4
dicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well eveloped in the instructional materials (if any):
Ov	erall Rating

The Charles A. Dana Center

Title of Instructional Materials:

Think Math

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how to	he domain, clu	ster, and stan	dard are
5.MD.3a					
 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 	Important Mathematical Ideas	1	2	3	→
 A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. 					
	Skills and Procedures	+			}
whi.		1	2	3	$\sqrt{\frac{2}{4}}$
www.	Mathematical Relationships	(- \
		1	2	3	/4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chap12-p.207	Portions of the domain, clus developed in the instruction	ster, and sta	andard that are s (if any):	missing or n	ot well
	Overall Rating	(-
		1	2	3	/4

Think Math

Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documenta met. Cite examples from t	tion of how the	domain, clu	ster, and standard are
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Idea		1 2	
 b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 	Skills and Procedures	· · · · · · · · · · · · · · · · · · ·		3 /\4
	Mothamatical Date (1)	1	2	3
	Mathematical Relationships	1	2	3
	Summary / Justification / I	Evidence		<i>,</i>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Clary P	vesented		rapiz
	Portions of the domain, cli developed in the instruction	uster, and stand onal materials (if	ard that are any):	missing or not well
	Overall Rating		3	
		I	2	3 4

Title of Instructional Materials:

Think Math

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.				
5.MD.4		materials			
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft,	Important Mathematical Ideas	(
and improvised units.		1	2	3	$\sqrt{\frac{1}{4}}$
	Skills and Procedures				
	Okilis and Procedures	 			
		1	2	/3\	4
	Mathematical Relationships	41			1 5
		1	2	3	 - →
	Summary / Justification / Ev	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Page 205-example	Portions of the domain, clus developed in the instruction	ter, and st al material	andard that ar s (if any):	e missing or no	t well
	Overall Darker				
	Overall Rating	1	2		4

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Title of Instructional Materials: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Summary and documentation of how the domain, cluster, and standard are 5.MD.5a met. Cite examples from the materials. 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Important Mathematical Ideas a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Skills and Procedures Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Packing" as stated in standard is not apacedure exclored Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

· Taiak Mala

Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of h met. Cite examples from the mate	now the domain, cluster, and standard are
Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas	2 3
b. Apply the formulas V = I × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures 1	2 3
	Mathematical Relationships	2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	e
Chap. 12	Portions of the domain, cluster, an developed in the instructional mat	nd standard that are missing or not well erials (if any):
	Overall Rating	2 3 4

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Title of Instructional Materials: Geometric measurement: understand concepts of volume and relate Summary and documentation of how the domain, cluster, and standard are 5.MD.5c 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Important Mathematical Ideas c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Lack of Real-unvild Chap 12 -Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

The Charles A. Dana Center

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Title of Instructional Materials: Graph points on the coordinate plane to solve real-world and Summary and documentation of how the domain, cluster, and standard are 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide Important Mathematical Ideas with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes Skills and Procedures and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Key elements of graphing on a coordinate Chapter 15 Graphing Covered Bireflyin Cha Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): See ajanje Overall Rating

4877

Title of Instructional Materials:

ls: Think Wath

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.				
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of	Important Mathematical Ideas	←	2	3	
points in the context of the situation.	Skills and Procedures	(]		3	
	Mathematical Relationships	1	2	3	 →
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chap. 15	Portions of the domain, clus developed in the instruction	ster, and s nal materia	tandard that are	e missing or not	: well
	Overell Betier			/	
	Overall Rating	1	2		4

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.	d are
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Important Mathematical Ideas 1 2 3	-)
	Skills and Procedures	4
	Mathematical Relationships	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence So Not Vice the place de la	
Chap9- Lesson 7 Classifying Quadrilateds	Portions of the domain, cluster, and standard that are missing or not w developed in the instructional materials (if any):	ell
Use of "Kite" as a proper name for quadrivatoral - recentoring.	Overall Rating	 → 4

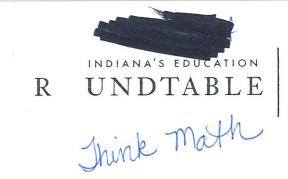
Title of Instructional Materials:

Think Math

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, met. Cite examples from the materials.	and standard are
5.G.4 Classify two-dimensional figures in a <u>hierarchy</u> based on properties.	Important Mathematical Ideas 2	1 1 1 3 3 4
	Skills and Procedures	3 4
	Mathematical Relationships 2	3 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	No hierarchy developed	
Chapq.	Portions of the domain, cluster, and standard that are miss developed in the instructional materials (if any):	sing or not well
Picturoly too little		
Explanation-	Overall Rating 1	3 4





Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

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provided the provided the provided to the prov



Grade 5



Title of Instructional Materials:

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Summary and documentation of how the domain, cluster, and standard are Write and interpret numerical expressions. met. Cite examples from the materials. 5.OA.1 Important Mathematical Ideas Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. not fully devoloped Skills and Procedures Mathematical Relationships Summary / Justification / Evidence This is alluded to vaguely. No order of operations
- no skill practice - Developed whin other concepts Indicate the chapter(s), section(s), and/or page(s) reviewed. assumes students have mastered the still. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 3

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Write and interpret numerical expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that	Important Mathematical Ideas 1 2 3 4
3 × (18932 + 921) is three times as large as 18932 + 921, without having to	Skills and Procedures 1 2 3 4
calculate the indicated sum or product. We of balance purple	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence No distributive property. Not Ihorough Futtle Student Practice
36	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
13.4	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Analyze patterns and relationships.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ster, and stand	ard are
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting	Important Mathematical Ideas	1	(2)	3	4
of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
3:6	Portions of the domain, cludeveloped in the instruction	uster, and st onal material	andard that ar ls (if any):	e missing or no	ot well
	Overall Rating	1	1 2	3	

The Charles A. Dana Center

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Important Mathematical Ideas 1 3 4
Base Value + 10	Skills and Procedures 1 3 4
	Mathematical Relationships 1 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Seems to be developed independently of other mathematical concepts or real world needs
2.4 2.5 7.3	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Understand the place value system.	Summary and documentation met. Cite examples from the	n of how the materials.	e domain, cl	uster, and stand	iard are
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use	Important Mathematical Ideas	1	2	3	 →
whole-number exponents to denote powers of 10.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	 → 4
	Summary / Justification / Ev	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
2,4	Portions of the domain, clus developed in the instruction	eter, and sta al materials	ndard that a (if any):	re missing or n	ot well
	Overall Rating	1 1	2	(3)	

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Understand the place value system. met. Cite examples from the materials. 5.NBT.3a Important Mathematical Ideas 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 100 \times 1$ $10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Cornected durings Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Short on real world examples applied in routine problems Indicate the chapter(s), section(s), and/or page(s) reviewed. 1.1 compared Order documedo 1,2 compared John 1,3 × 10 1,4 Eppanded John Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
 5.NBT.3b Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results 	Important Mathematical Ideas 1 2 3 4
of comparisons	Skills and Procedures 1 2 3 4
Liberal in amparisons	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence Lacks rigor & depth
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
\$02'1.2	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.NBT.4 Use place value understanding to round decimals to any place.	Important Mathematical Ideas 1 2 (3) 4					
	Skills and Procedures 1 2 3 4					
	Mathematical Relationships 1 2 3 4					
	Summary / Justification / Evidence Sew examples that require depth					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
207.7						
	Overall Rating 1 2 3 4					

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Summary and documentation of how the domain, cluster, and standard are Perform operations with multi-digit whole numbers and with decimals to met. Cite examples from the materials. hundredths. 5.NBT.5 Important Mathematical Ideas I the star.

A would have be created aupplemental and or provide aupplemental aupplemental and or provide and or provide authorized and or provide authorized authori Fluently multiply multi-digit whole numbers using the standard algorithm. Skills and Procedures Mathematical Relationships 3 Summary / Justification / Evidence Not much student practice < relationship Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Perform operations with multi-digit whole numbers and with decimals to met. Cite examples from the materials. hundredths. 5.NBT.6 Important Mathematical Ideas Find whole-number quotients of whole numbers with up to four-digit must + div hed together 1 dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Skills and Procedures Mathematical Relationships Routine problems of formulated procedures dominate coverage of this skill Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Summary and documentation of how the domain, cluster, and standard are Perform operations with multi-digit whole numbers and with decimals to met. Cite examples from the materials. hundredths. 5.NBT.7 Important Mathematical Ideas Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Skills and Procedures Mathematical Relationships 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 7.7 Rounding 7.8 adding decimals 7.9 subtracting decimals 7.10 7.11 mult. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By: Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Summary and documentation of how the domain, cluster, and standard are Use equivalent fractions as a strategy to add and subtract fractions. met. Cite examples from the materials. 5.NF.1 Important Mathematical Ideas Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, Skills and Procedures a/b + c/d = (ad + bc)/bd.Mathematical Relationships Summary / Justification / Evidence
Lacks development of finding GCF & simplifying,
reducing Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
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Title of Instructional Materials:

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and	Important Mathematical Ideas	1	2	3	4	
assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence				
Del Pog	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	1	2	3	4	

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.3 Important Mathematical Ideas Interpret a fraction as division of the numerator by the denominator (a/b = a + b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 Skills and Procedures equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.4a Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into bequal parts; equivalently, as the result of a sequence of operations Skills and Procedures $a \times q + b$. For example, use a visual fraction model to show (2/3) \times 4 = 8/3, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) the brackisty Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 11.10 Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentati met. Cite examples from the			ster, and stand	dard are
5.NF.4b	Important Mathematical Ideas	&-			
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.		1	2	(3)	4
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
11.7	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1	2	3	4

Reviewed By:	

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how th met. Cite examples from the materials.	e domain, cluster, and standard are
5.NF.5a 5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the	Important Mathematical Ideas 4 1	2 3 4
basis of the size of the other factor, without performing the indicated multiplication.	Skills and Procedures	2 3 4
	Mathematical Relationships ← 1	2 3 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
4.7.1.9	Portions of the domain, cluster, and sta developed in the instructional materials	andard that are missing or not well s (if any):
	Overall Rating 41	2 3 4

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, clu	ster, and stand	ard are
5.NF.5b	Important Mathematical Ideas	4			→
Interpret multiplication as scaling (resizing), by:		1	2	3	4
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	Skills and Procedures	1	2	3	→ 4
	Mathematical Relationships	 			→
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence		1.	
See 83	Portions of the domain, clu developed in the instruction	ster, and sta nal materials	ndard that are (if any):	e missing or no	t well
	Overall Rating	(1	2	3	4

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.6 Important Mathematical Ideas Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the not connected to other mothematical concepts problem. Skills and Procedures Mathematical Relationships Lew connections outside of mathematics Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 11.8 Did not include multiplication 11.10 of mixed numbers Overall Rating 4 2

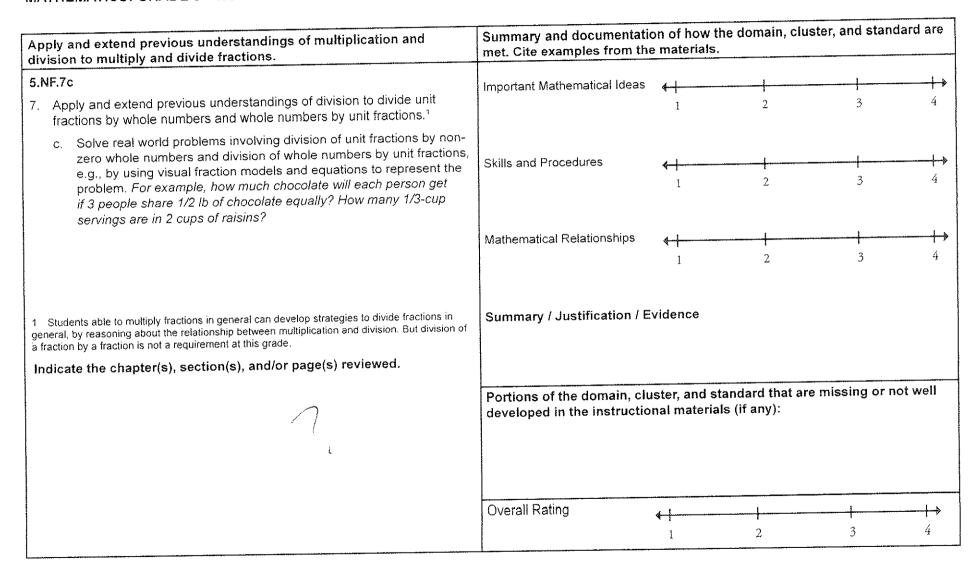
Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.7a Important Mathematical Ideas 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for Skills and Procedures (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. Mathematical Relationships 3 1 Students able to multiply fractions in general can develop strategies to divide fractions in Summary / Justification / Evidence general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stand	Jard are
 5.NF.7b Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹ 	Important Mathematical Ideas	1	2	3	
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	∢ 1	2	3	
	Mathematical Relationships	1	2	3	 → 4
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
,	Portions of the domain, clu developed in the instructio	ster, and st nal materia	andard that are s (if any):	missing or n	ot well
	Overall Rating	 	2	3	

Reviewed By:	
Title of Instructional Materials:	



Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Summary and documentation of how the domain, cluster, and standard are Convert like measurement units within a given measurement system. met. Cite examples from the materials. 5.MD.1 Important Mathematical Ideas Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. Denderparting Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different	Important Mathematical Ideas 1 2 3 4
measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence Loosely connected to other mathematical ideas
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
6.9	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Geometric measurement: understand concepts of volume and relate met. Cite examples from the materials. volume to multiplication and to addition. 5.MD.3a Important Mathematical Ideas 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how e material	the domain, clu s.	ster, and stanc	lard are
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Ideas	1		3	
b. A solid figure which can be packed without gaps or overlaps using <i>n</i> unit cubes is said to have a volume of <i>n</i> cubic units.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			- Andrew Control of the Control of t
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and s nal materi	standard that ar als (if any):	e missing or no	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how the domain, cluster e materials.	, and standard are
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Important Mathematical Ideas	1 2	3 4
	Skills and Procedures	1 2	3 4
	Mathematical Relationships	1 2	3 4
	Summary / Justification / E	vidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction	ster, and standard that are minal materials (if any):	ssing or not well
	Overall Rating	1 2	3 4

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.5a5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas 1 2 3 4
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Racks depth
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas 1 2 3 4
b. Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Lacks development
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how the domain, cluste e materials.	r, and standard are
5.MD.5c5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas	1 2	3 4
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Skills and Procedures	1 2	3 4
	Mathematical Relationships	1 2	3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence s development	
	Portions of the domain, clu developed in the instruction	ister, and standard that are m nal materials (if any):	issing or not well
	Overall Rating	1 (2)	

Title of Instructional Materials:	
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MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Summary and documentation of how the domain, cluster, and standard are Graph points on the coordinate plane to solve real-world and met. Cite examples from the materials. mathematical problems. 5.G.1 Important Mathematical Ideas Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one Skills and Procedures axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Mathematical Relationships Summary / Justification / Evidence Developed in Context of rotation, etc. + Conversion of units of measurement Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the			luster, and stand	iard are
5.G.2	Important Mathematical Ideas	انہ	4		
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important wathernation ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
	Portions of the domain, cludeveloped in the instruction	ster, and st	tandard that a Is (if any):	re missing or no	ot well
	Overall Rating	4 1	<u> </u>	3	

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Reviewed By:	
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Title of Instructional Materials:

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Summary and documentation of how the domain, cluster, and standard are Classify two-dimensional figures into categories based on their met. Cite examples from the materials. properties. 5.G.3 Important Mathematical Ideas Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

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MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Limited to quadrilaterals
9.7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4